New York State Learning Standards for the ARTS

- American Alliance for Theatre and Education (AATE)
- Arts Education Partnership (AEP)
- The College Board
- Educational Theatre Association (EdTA)
- National Association for Music Education (NAfME)
- National Art Education Association (NAEA)
- National Dance Education Organization (NDEO)
- State Education Agency Directors of Arts Education (SEADAЕ)
- Young Audiences (YA)
- Americans for the Arts
STANDARDS VERSUS CURRICULUM

• Standards are expectations. Curriculum is the program created by local school districts to learn and teach why.
• Standards are statements. Curriculum includes many resources: activities, lessons, units, assessments, and textbooks.
• Standards define what is to be learned by the end of a school year. Curriculum is the detailed plan for day to day teaching.

MOST SIGNIFICANT CHANGES

• Addition of Media Arts
• Common Artistic Processes
• 11 Anchor Standards
• Grade level bands for sequential instruction
• Discipline specific Enduring Understandings
• Discipline specific Essential Questions
• Artistic Literacy
• Traditional and Contemporary Approaches
• Responding
• Connecting
NYS STANDARDS THEN AND NOW

1996 - 2017
Arts Standards

1996

NYS Arts Standards
- Elementary
- Intermediate
- Commencement

2017

NYS Arts Standards
- Elementary
- Intermediate
- Commencement

GRADE LEVELS

Figure 4: Grade Division Comparison

1996
Arts Standards Grade Bands
- Elementary
- Intermediate
- Commencement

1997
Arts Standards Grade Levels
- High School Level I
- High School Level II
- High School Level III

MSL
- Required to graduate high school
- In addition to the COEL standards, applies to those courses used to fulfill a 3 or 5-unit sequence in the arts

FX
- K
- 1
- 2
- 3

K
- 5
- 6
- 7

In general, applies to those arts courses beyond the foundational level, used to guide and assess the 2nd, 3rd units of credit in an arts sequence

FX
- K
- 1
- 2
- 3

In general, applies to those arts courses beyond the accomplished level, used to guide and assess the 4th, 5th units of credit in an arts sequence

FX
- K
- 1
- 2
- 3

In general, applies to those arts courses beyond the accomplished level, used to guide and assess the 2nd, 3rd units of credit in an arts sequence

FX
- K
- 1
- 2
- 3

In general, applies to those arts courses beyond the accomplished level, used to guide and assess the 4th, 5th units of credit in an arts sequence
NYSED ARTS STANDARDS
Adopted by NYS Board of Regents
September 2017

- Dance, Music, Theater, Visual Arts and Media Arts

- Shared Artistic Process:
  - Creating
  - Performing
  - Responding
  - Connecting

- For rationale and research on Media Arts addition see Media Arts position paper at www.nyseldartsstandards.org

FOUNDATIONS OF ARTISTIC LITERACY

- The knowledge and understanding required to participate authentically in the arts.

- Fluency in the language(s) of the arts is the ability to create, perform/produce/present, respond, and connect through symbolic and metaphoric forms that are unique to the arts.

- It is embodied in specific philosophical foundations and life long goals that enable an artistically literate person to transfer arts knowledge, skills, and capacities to other subjects, settings, and contexts.
ARTISTICALLY LITERATE STUDENTS:

- Use a variety of artistic media, symbols, and metaphors to communicate their own ideas and to respond to the artistic communications of others.
- Develop creative personal realization in at least one art form in which they continue active involvement as an adult.
- Cultivate culture, history and other connections through diverse forms and genres of artwork.
- Find joy, inspiration, intellectual stimulation, and meaning when they participate in the arts.
- Seek artistic experiences and support in the arts in their communities.

ORGANIZATION OF STANDARDS THROUGH ARTISTIC PROCESSES

- Creating
- Presenting
- Performing
- Producing
- Responding
- Connecting
### ART STANDARDS AT A GLANCE

<table>
<thead>
<tr>
<th>Artistic Process Shared by All Disciplines</th>
<th>Anchor Standards Shared by All Disciplines</th>
<th>Performance Indicators Discipline Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cr Creating</td>
<td>1. Generate and conceptualize artistic ideas and work.</td>
<td>All Disciplines Pre-K-8th Grade * Grade by Grade</td>
</tr>
<tr>
<td>Pr Performing (Drama, Music, Theater)</td>
<td>2. Organize and develop artistic ideas and work.</td>
<td>Higher School * HSI-Preficient * HSI - Accomplished * HSIII - Advanced</td>
</tr>
<tr>
<td>Presenting (Visual Arts)</td>
<td>3. Refine and complete artistic work.</td>
<td>Music Only - Additional Strands</td>
</tr>
<tr>
<td>Producing (Media Arts)</td>
<td>4. Select, analyze and interpret artistic work for presentation.</td>
<td></td>
</tr>
<tr>
<td>Rec Responding</td>
<td>5. Develop and refine artistic techniques and processes for presentation.</td>
<td>Harmonizing Instruments, Traditional and Emerging Ensembles * Novice - 3 * Intermediate - B</td>
</tr>
<tr>
<td>Cn Connecting</td>
<td>6. Convey meaning through the presentation of artistic work.</td>
<td>Composition &amp; Theory, Technology * HSI-Preficient * HSI - Accomplished * HSIII - Advanced</td>
</tr>
<tr>
<td></td>
<td>7. Facilitate and analyze artistic work.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8. Interpret meaning in artistic work.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9. Apply criteria to evaluate artistic work.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10. Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>11. Investigate ways that artistic work is influenced by social, cultural, and historical context and in turn, how artistic ideas shape cultures past, present, and future.</td>
<td></td>
</tr>
</tbody>
</table>

### Cr CREATING

**CONCEIVING AND DEVELOPING NEW ARTISTIC IDEAS AND WORK.**

- **Anchor Standard 1.** Generate and conceptualize artistic ideas and work.
- **Anchor Standard 2.** Organize and develop artistic ideas and work.
- **Anchor Standard 3.** Refine and complete artistic work.
Pr PERFORMING PRESENTING PRODUCING

- PERFORMING (dance, music, theater): Realizing artistic ideas and work through interpretation and presentation.

- PRESENTING (visual arts): Interpreting and sharing artistic work.

- PRODUCING (media arts): Realizing and presenting artistic ideas and work.

Pr PERFORMING PRESENTING PRODUCING

- Anchor Standard 4. Select, analyze, and interpret artistic work for presentation.

- Anchor Standard 5. Develop and refine artistic techniques and work for presentation.

- Anchor Standard 6. Convey meaning through the presentation of artistic work.
RESONDING
UNDERSTANDING AND EVALUATING HOW THE ARTS CONVEY MEANING

- Anchor Standard 7. Perceive and analyze artistic work.
- Anchor Standard 8. Interpret meaning in artistic work.
- Anchor Standard 9. Apply criteria to evaluate artistic work.

CONNECTING
RELATING ARTISTIC IDEAS AND WORK WITH PERSONAL MEANING AND EXTERNAL CONTEXT

- Anchor Standard 10. Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.
- Anchor Standard 11. Investigate ways that artistic work is influenced by societal, cultural, and historical context and in turn how artistic ideas shape cultures past, present, and future.

Fearless Girl, Photo image K. Corcoran, 2017
ART STANDARDS AT A GLANCE

<table>
<thead>
<tr>
<th>Artistic Process</th>
<th>Anchor Standards Shared by all disciplines</th>
<th>Performance Indicators Discipline</th>
</tr>
</thead>
</table>
| Cr Creating      | 1. Generate and conceptualize art ideas and work.  
2. Organize and develop art ideas and work.  
3. Refined and complete art work. | All Disciplines  
Pre-K-8th Grade  
* Grade by Grade |
| Pr Performing (Dance, Music, Theater) | 4. Select, analyze and interpret art work for presentation.  
5. Develop and refine artistic techniques and work for presentation.  
6. Convey meaning through the presentation of art work. | High School  
* HS--Proficient  
* HSII--Accomplished  
* HSIII--Advanced |
| Presenting (Visual Arts) | 7. Recite and analyze art work.  
8. Interpret meaning in art work.  
9. Apply criteria to evaluate art work. | Harmonically Instruments,  
Traditional and Emerging Ensembles  
* Novice--5  
* Intermediate--8 |
| Producing (Media Arts) | 10. Relate and apply knowledge and personal experiences to technical and form art work.  
11. Investigate ways that art works are influenced by societal, cultural, and historical contexts and, in turn, how art works shape culture past, present, and future. | Composition & Theory,  
Technology  
* HS--Proficient  
* HSII--Accomplished  
* HSIII--Advanced |

3 PROFICIENCY LEVELS AT THE HIGH SCHOOL

HS Proficient  
VA:Cr1.1.HSI  
a. Use multiple approaches to begin creative endeavors.

HS Accomplished  
VA:Cr1.1.HSII  
a. Formulate individually or collaboratively, new creative problems, based on student's existing artwork.

HS Advanced  
VA:Cr1.1.HSIII  
a. Visualize and hypothesize to generate ideas and plans for creating art and design that can affect social change.
DESCRIBUTORS FOR HIGH SCHOOL PERFORMANCE STANDARDS LEVELS

Proficient
Students at the Proficient level have developed the foundational technical and expressive skills and understandings in an art form necessary to solve assigned problems or prepare repertoire for presentation; make appropriate choices with some support and may be prepared for active engagement in their community. They understand the art form of personal realization and well being, and make connections between the art form, history, culture, and other learning.

Accomplished
Students at the Accomplished level are - with minimal assistance - able to identify or solve arts problems based on their interests or for a particular purpose; conduct research to inform artistic decisions; and create and refine arts products, performances, or presentations that demonstrate technical proficiency, personal communication, and expression. They use the art form for personal realization and well being, and have the necessary skills for and interest in participation in arts activity beyond the school environment.

Advanced
Students at the Advanced level independently identify challenging arts problems, based on their strengths for specific purposes, and bring creativity and insight to finding artistic solutions. They are facile in using all levels of the art form as an effective avenue for personal communication, demonstrating a higher level of technical and expressive proficiency than that of honors or college level work. They exploit their personal strengths and apply strategies to overcome personal challenges as arts learners. They are capable of taking a leadership role in arts activity within and beyond the school environment.

NYS ARTS STANDARDS CODING SYSTEM

VA:Cr1.2.6a
Discipline "Visual Arts"
Artistic Process "Creating"
Grade Level "6"
Performance Indicator "a"
Anchor Standard "1" Enabling Understanding "2"
Each discipline is assigned an alphabetic abbreviation using uppercase letters:

DA = Dance  MU = Music  TH = Theatre  VA = Visual Arts  MA = Media Arts

Artistic Process "Creating"  Grade Level "6"

Discipline "Visual Arts"  Performance Indicator "a"

Anchor Standard "1"  Enduring Understanding "2"

Each artistic process is assigned an alphabetic abbreviation using an upper and lower case letter:

Cr = Creating  Pr = Performing/Presenting/Producing  Re = Responding  Co = Connecting

Artistic Process "Creating"  Grade Level "6"

Discipline "Visual Arts"  Performance Indicator "a"

Anchor Standard "1"  Enduring Understanding "2"
The Anchor Standards (AS) are the same across all arts disciplines.

However, each arts discipline's standards have discipline-specific interpretations of the AS, called Enduring Understandings (EU).

EUs guide the content of the Performance Indicators (PI).

Some Anchor Standards in some of the arts disciplines have more than one EU.

Artistic Process "Creating"
Grade Level "6"

Discipline "Visual Arts"

Performance Indicator "0"

Anchor Standard "1"
Enduring Understanding "2"

VA:Cr1.2.6a

Each grade level is indicated by a letter, number, or HS-Rom numeral:
- PK=Pre-Kindergarten
- K=Kindergarten
- 1, 2, 3, 4, 5, 6, 7, 8 for grades 1-8
- HS=for HS Proficient
- HSA=for HS Accomplished
- HSAI for HS Advanced

Music Process "Creating"
Grade Level "6"

Discipline "Musicians"

Performance Indicator "0"

Anchor Standard "1"
Enduring Understanding "2"

VA:Cr1.2.6a

Each Performance Indicator (PI) is assigned a lower case letter (even when there is only one).
This list performance indicator is "a", the next "b", and so on.

For special Music Strands (only) there is another set of codes, indicated with an upper case letter (does not apply to General Music, PK-8):
- H=Harmonizing Instruments
- T=Traditional and Emerging Ensembles
- C=Composition and Theory
- T=Technology
Ordering:
1. 
2. 
3. 
4. 
5. 

Discipline "Visual Arts"

VA:Cr1.2.6a

Artistic Process "Creating"

Grade Level "6"

Performance Indicator "a"

Anchor Standard "1.2.6a"

Enduring Understanding "12"
NYSED RESOURCES

- Conceptual Framework
- Enduring Understandings & Essential Questions
- Discipline-specific Glossaries
- Inclusion Strategies
- Implementation Guide

http://www.p12.nysed.gov/ciai/arts/

http://www.nationalartsstandards.org/

ENDURING UNDERSTANDINGS & ESSENTIAL QUESTIONS
TIMELINE

- September 2017 - Board of Regents adopted new arts standards

- 2017-18 School Year transition year. Educators to receive professional development and practice with new standards. Professional Development 6 hours – through BOCES and teacher centers. Professional organization representatives have been trained to provide PD.

- 2018-19 School Year – full implementation

ARTS IN EDUCATION AND EXPLORATORY ENRICHMENT

- Authentic learning experiences
- Develops 21st century learning skills
- Educates the "whole-child"
- Promotes:
  - Critical Thinking
  - Collaboration
  - Communication
  - Creativity

Arts Integration as defined by the John F. Kennedy Center for the Performing Arts center is "an approach to teaching in which students construct and demonstrate understanding through an art form. Students engage in a creative process which connects an art form and another subject and meets evolving objectives."
CULTURAL PARTNERS

- Art Museums
- Performing Arts Centers
- Broadway Theaters
- Arts Councils
- History Museums
- Children's Museums
- Tours
- Farms
- Health & Wellness
- Motivational Speakers
- Many other possibilities...
<table>
<thead>
<tr>
<th>Artistic Processes</th>
<th>Auditory Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connecting</td>
<td>Inspire and inform artistic work.</td>
</tr>
<tr>
<td>Responding</td>
<td>Rehearse and synthesize knowledge and personal experiences to apply criteria to evaluate artistic work.</td>
</tr>
<tr>
<td>Producing</td>
<td>Develop and refine artistic techniques and work for presentation.</td>
</tr>
<tr>
<td>Performing</td>
<td>Select, analyze, and interpret artistic work for presentation.</td>
</tr>
<tr>
<td>Creating</td>
<td>Rehearse and complete artistic work.</td>
</tr>
<tr>
<td>Create rendering ideas and work.</td>
<td></td>
</tr>
</tbody>
</table>

Understanding and evaluating how the arts convey meaning and work with personal meaning and external context.
<table>
<thead>
<tr>
<th>Essential Questions</th>
<th>Enduring Understandings</th>
<th>Processes</th>
<th>Anchor Standards for the Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>How do dance artists and choreographers influence dance?</td>
<td>Dance is an art form that can be used to express and communicate ideas, emotions, and values.</td>
<td>Plan, Explore, choreograph, analyze, evaluate, refine, and document their choreographic work.</td>
<td>Create and develop artistic ideas and work.</td>
</tr>
<tr>
<td>How do dance artists and choreographers develop and enhance their artistry?</td>
<td>The elements of dance are structure, choreography, and performance.</td>
<td>Plan, Explore, choreograph, analyze, evaluate, refine, and document their choreographic work.</td>
<td>Create and develop artistic ideas and work.</td>
</tr>
<tr>
<td>How does dance artists and choreographers contribute to dance's cultural and community contexts?</td>
<td>Students will be able to analyze and interpret the influence of dance on culture and society.</td>
<td>Present, and analyze artistry work for presentation.</td>
<td>Foster and complete artistic work.</td>
</tr>
<tr>
<td>How does dance artists and choreographers influence dance?</td>
<td>Students will be able to analyze and interpret the influence of dance on culture and society.</td>
<td>Present, and analyze artistry work for presentation.</td>
<td>Foster and complete artistic work.</td>
</tr>
</tbody>
</table>

**ENDURING UNDERSTANDING:** Dance is an art form that can be used to express and communicate ideas, emotions, and values.
### Essential Questions

- How does music help us understand cultural and historical contexts?
- How do music and art influence each other, and what role do they play in shaping society?
- What are the elements of music and how do they contribute to the overall structure of a piece?

### Enduring Understandings

- Performance, analysis, composition, music technology, and music history.

### Components

- Performance: Practicing and performing music with attention to technical and interpretive elements.
- Analysis: Examining and interpreting music through written and verbal analysis.
- Composition: Creating original music through melody, harmony, rhythm, and form.
- History: Understanding the evolution of music from various periods and cultures.

### Anchor Standards

- 1.1.1: Combining elements of music, recognizing influences of various periods and cultures.
- 1.1.2: Identifying and connecting with music from different stages of the educational process.
- 1.1.3: Utilizing specific elements to create music that is engaging and meaningful.
- 1.1.4: Employing technology to enhance music performance and composition.
- 1.1.5: Interpreting music-related literature and resources effectively.

### Process

- Creative thinking is encouraged in all stages of the educational process.
- Process skills are built on the development of patience and persistence.
- The ability to use music-related technology is developed through various platforms and tools.
- The integration of music education into other subjects is emphasized through interdisciplinary projects.

### What You Should Know

- How music and art relate and influence each other.
- How music can be used to express and communicate ideas.
- The role of music in shaping human culture and history.

### What You Should Be Able to Do

- Identify and describe elements of music.
- Analyze and interpret musical compositions.
- Create original music through composition.
- Utilize technology for music production and performance.
- Understand the historical context of music genres and styles.

### Assessment

- Performance: Assessing students' ability to perform music with technical proficiency and interpretive skill.
- Analysis: Evaluating students' ability to analyze and interpret music through written and verbal frameworks.
- Composition: Assessing students' ability to create original music through melody, harmony, rhythm, and form.
- Technology: Evaluating students' ability to use digital tools for music production and performance.
- History: Assessing students' understanding of the evolution of music from various periods and cultures.
<table>
<thead>
<tr>
<th>Essential Elements</th>
<th>Essential Understandings</th>
<th>Essential Questions</th>
<th>Process Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>How music teachers provide an environment for student learning and growth</td>
<td>The role of music in promoting social and emotional development</td>
<td>How do music teachers create a safe and nurturing learning environment?</td>
<td>1. Supporting evidence-based practices</td>
</tr>
<tr>
<td>How does music instruction contribute to the development of students' cognitive skills and abilities</td>
<td>The impact of music on student achievement</td>
<td>How does music instruction enhance students' critical thinking skills?</td>
<td>2. Effective communication and collaboration</td>
</tr>
<tr>
<td>How does music instruction contribute to the development of students' social skills and abilities</td>
<td>The role of music in developing self-awareness and self-esteem</td>
<td>How does music instruction foster students' emotional intelligence?</td>
<td>3. Critical thinking and problem-solving</td>
</tr>
<tr>
<td>How does music instruction contribute to the development of students' physical skills and abilities</td>
<td>The importance of music in promoting physical fitness and health</td>
<td>How does music instruction contribute to students' overall physical well-being?</td>
<td>4. Creativity and innovation</td>
</tr>
<tr>
<td>How does music instruction contribute to the development of students' creative and imaginative skills and abilities</td>
<td>The role of music in nurturing students' artistic expression</td>
<td>How does music instruction encourage students' creative and imaginative thinking?</td>
<td>5. Perseverance and resilience</td>
</tr>
<tr>
<td>How does music instruction contribute to the development of students' cultural awareness and sensitivity</td>
<td>The importance of music in fostering cultural understanding and appreciation</td>
<td>How does music instruction promote students' cultural awareness and sensitivity?</td>
<td>6. Effective use of educational technology</td>
</tr>
<tr>
<td>How does music instruction contribute to the development of students' ethical and moral values</td>
<td>The role of music in promoting ethical and moral development</td>
<td>How does music instruction contribute to students' moral development?</td>
<td>7. Creativity and innovation</td>
</tr>
<tr>
<td>How does music instruction contribute to the development of students' social and emotional learning</td>
<td>The impact of music on student well-being</td>
<td>How does music instruction contribute to students' social and emotional well-being?</td>
<td>8. Effective communication and collaboration</td>
</tr>
<tr>
<td>How does music instruction contribute to the development of students' academic achievement</td>
<td>The role of music in enhancing academic performance</td>
<td>How does music instruction contribute to students' academic success?</td>
<td>9. Literacy and language development</td>
</tr>
</tbody>
</table>

**Music - New York State Learning Standards for the Arts**

**Standards by Artistic Disciplinary**

- **Music Composition & Technology:**
  - Performance and Composition:
    - Create and perform music pieces using a variety of instruments and technologies.
  - Technology and Data Analysis:
    - Use technology to analyze and create music compositions.
- **Visual Arts:**
  - Artistic Practice:
    - Develop and present a personal artistic vision through various media.
  - Professional Practice:
    - Collaborate with artists from different disciplines to create interdisciplinary projects.
- **Drama:**
  - Performance:
    - Engage in collaborative dramaturgical processes to create and perform original works.
  - Creative Production:
    - Utilize technology to enhance theatrical and multimedia experiences.
- **Media Arts:**
  - Production and Distribution:
    - Create, distribute, and evaluate media works using digital tools.
  - Technology and Digital Literacy:
    - Apply media literacy skills in analyzing and creating media content.
- **Integrated Arts:**
  - Integrative Practice:
    - Integrate and extend learning across multiple art forms to address challenging concepts.
  - Articulation of Learning:
    - Reflect on and articulate the connections between different art forms and disciplines.

**Essential Knowledge:**

- How music and visual arts are used to communicate ideas and emotions.
- The role of drama and media arts in fostering critical thinking and creative expression.
- The integration of technology in enhancing the learning and performance of all arts disciplines.
<table>
<thead>
<tr>
<th>Essential Questions</th>
<th>Understanding Endings</th>
<th>Process Competencies</th>
<th>Academic Standards</th>
<th>Arts</th>
<th>Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the essential processes and understandings?</td>
<td>Reseach</td>
<td>11.2 Present and Perform</td>
<td>11.1 Physical Control and Movement</td>
<td>Theoretical, analytical, and interpretative</td>
<td>Research</td>
</tr>
<tr>
<td>2. How do these processes and understandings relate to each other?</td>
<td>Integrate</td>
<td>11.1 Integrated Work is Informed by the Arts</td>
<td>11.2 Physical Control and Movement</td>
<td>Theoretical, analytical, and interpretative</td>
<td>Research</td>
</tr>
<tr>
<td>3. What are the connections between these processes and understandings and the arts?</td>
<td>Reflect</td>
<td>10.1 Real and Imaginary Knowledge and Understanding</td>
<td>11.2 Physical Control and Movement</td>
<td>Theoretical, analytical, and interpretative</td>
<td>Research</td>
</tr>
</tbody>
</table>

**Rote and Analytical Understanding**

- **Reflect**
  - Evaluation: Identify, analyze, and evaluate the elements of a theatrical work.
  - Interpret: Interpret meaning in theatrical works.
  - Reflect: Reflect on and critique theatrical work.

**Exploratory and Conceptual Understanding**

- **Prepare**
  - Preparation of Thought and Production Work: Develop and refine artistic expressions.
  - Select: Select and organize material and ideas.

**Developing and Performing Understanding**

- **Share**
  - Share their thought and production work with the community.

**Creating and Composing Understanding**

- **Vision**
  - Vision is a foundation of theatrical practice.

**Visionary and Conceptual Artistic Understanding**

- **Refine and Complete Accessible Work**
  - Refine and complete accessible work.